

# Read to be Ready Literacy Observation Walk-through Tool

## Priority Focus: Text Selection, Questions, and Tasks

Date: \_\_\_\_\_ Observer: \_\_\_\_\_

### Observation Time Usage

- ☐ A majority of the lesson is spent listening to, reading, writing, or speaking about text(s).  
Time in Classroom: \_\_\_\_\_  
Time Engaged in Text that includes:  
Reading, Listening to, Speaking about text: \_\_\_\_\_ Writing about text: \_\_\_\_\_
- Strategies Observed:
  - ☐ Interactive Read Aloud
  - ☐ Shared Reading
  - ☐ Small Group Reading
  - ☐ Independent Reading
  - ☐ Modeled Writing
  - ☐ Shared/Interactive Writing
  - ☐ Small Group Writing
  - ☐ Independent Writing

### Text Selection: Is the lesson centered on high-quality text or texts?

- Text Title:** \_\_\_\_\_ **Lexile:** \_\_\_\_\_
- ☐ The text(s) are at or above the complexity level expected for the grade and time in the school year.
    - ☐ Text(s) demonstrate:
      - ☐ Quantitative complexity
      - ☐ Qualitative complexity
    - ☐ Text(s) are appropriately paired with an instructional strategy [i.e., interactive read aloud (above grade level), shared reading (on grade level), small group reading (appropriately complex for instructional purpose)]
  - ☐ The text(s) are worthy of student time and attention.
    - ☐ Text(s) provide useful information as part of a unit that builds knowledge.
    - ☐ The knowledge built is related to grade-level content standards.

### QUESTIONS: Do questions integrate the standards, build students' comprehension of the text(s) and its meaning, and support students in the completion of rigorous task(s)?

- ☐ Questions integrate the standards in service of deep understanding of text(s) and concept(s).
  - ☐ Questions support students in enacting multiple ELA standards as they make meaning of the text(s).
  - ☐ Questions are sequenced to deepen students' understanding of the text and the concept(s) for the unit.
  - ☐ Questions require students to use evidence from the text to demonstrate understanding and/or support their ideas about the text.
- ☐ Questions reflect the depth of textual analysis required by grade-level standards.
  - ☐ Questions address the specific text(s) at hand by attending to its particular structure, language conventions, concepts, ideas, events, and/or details that support understanding of the text(s) and concepts(s).
  - ☐ Questions attend to words (academic and content specific vocabulary), phrases, and sentences within the text that matter most to build students' vocabulary and deepen understanding of the text(s) and concept(s).
- ☐ Questions prepare students for daily and/or end-of-unit task(s).

### TASKS: Do tasks integrate the standards, utilize students' comprehension of the text(s) meaning, and maintain high expectations for all learners?

- ☐ Tasks require an integration of standards as students demonstrate deep understanding of texts and concepts.
  - ☐ Tasks are connected in ways that support students in revisiting and making connections within and between texts, and demonstrating increased knowledge around the concept(s).
- ☐ Tasks exemplify the rigor of the grade-level standards.
  - ☐ Tasks require students to use evidence from the text(s) to demonstrate understanding and/or support their ideas about the text and concept(s).
  - ☐ Tasks require the application of vocabulary gained through experiences in text(s).
  - ☐ Tasks elicit responses in age-appropriate ways (e.g., drawing, dictating, labeling, in addition to writing in kindergarten).
- ☐ Tasks maintain high expectations for all learners.
  - ☐ Task expectations are clearly communicated to all students and provide opportunities for all learners to meet the rigor of the standards.
  - ☐ Rigorous expectations related to the task are maintained and address the varying needs of all students (without too much or too little scaffolding).